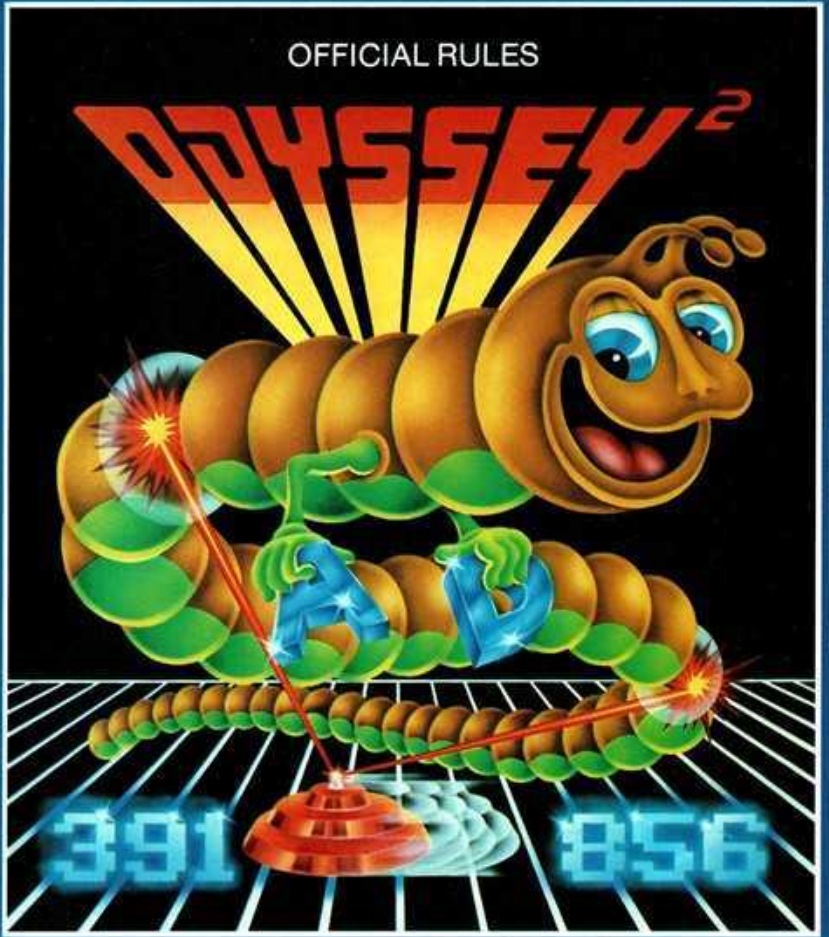
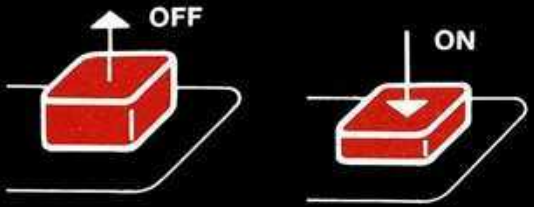
Fast-talking Spelling Games for ages 6-10! • Includes Spellbinding Storybook!

SID THE SPELLBINDER



IMPORTANT!

Always be sure that the power to your Odyssey² console is turned off before inserting a game cartridge. This protects the electronic components and extends the life of the unit.



TO BEGIN:

1 Insert the cartridge into the Voice of Odyssey² with the label side of the cartridge facing the alpha-numeric keyboard.

2 Turn on the power by pressing the power button on the console. SELECT GAME will appear on your TV screen. If it does not, press the RESET key on the alpha-numeric keyboard.

On-screen colors may vary according to individual TV's color adjustments.

Developed with the cooperation of the University of Tennessee Knoxville College of Education.

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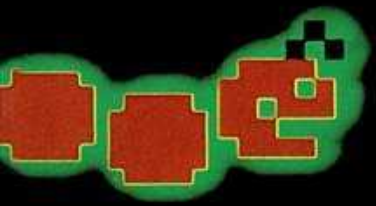
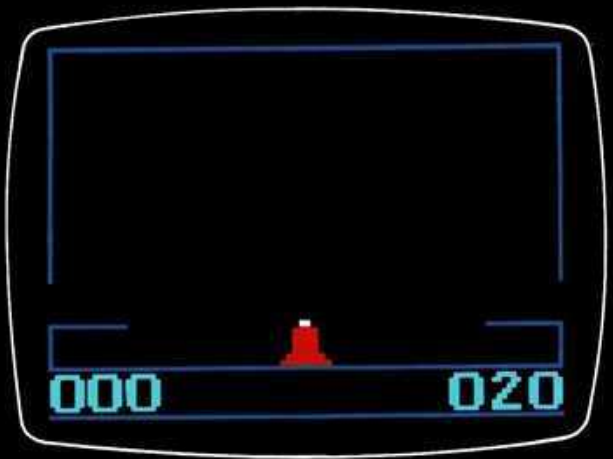
SID THE SPELLBINDER!

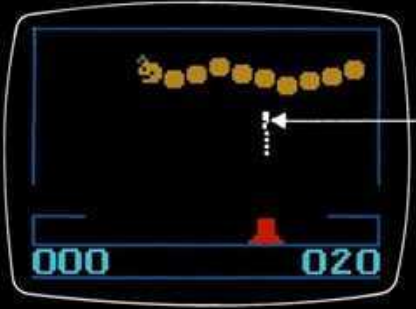
1. Press 0 on the numeric section of the keyboard.
2. The Voice will ask you to *"SELECT SKILL."* Choose 1 or 2.
3. Press 1 for the first skill level. Press 2 for the second skill level. (If you don't press either, the computer will automatically deliver skill level 2 after about 15 seconds.)



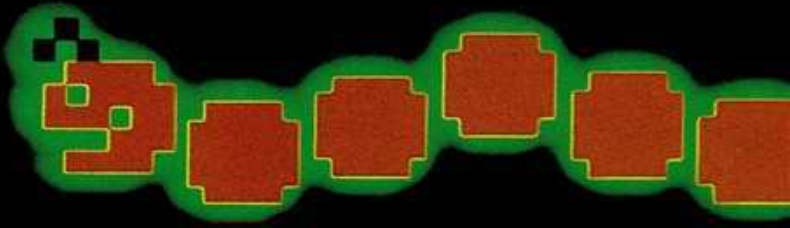


4 The Voice will immediately announce: *"MONSTER ATTACK! OPEN FIRE!"*

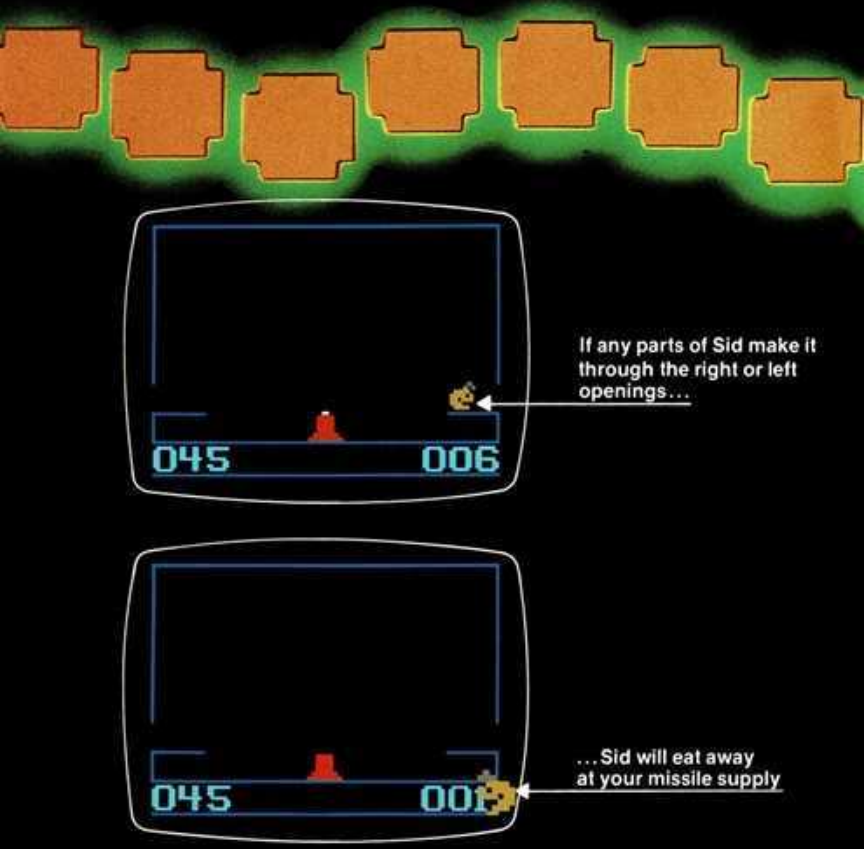
5 Sure enough! Giant Sid the Spellbinder snakes across the screen. Your only defense is a missile launcher at the bottom of the screen. Use the joystick of either hand control to move your missile launcher to the right or left. Press the action button to fire a missile.



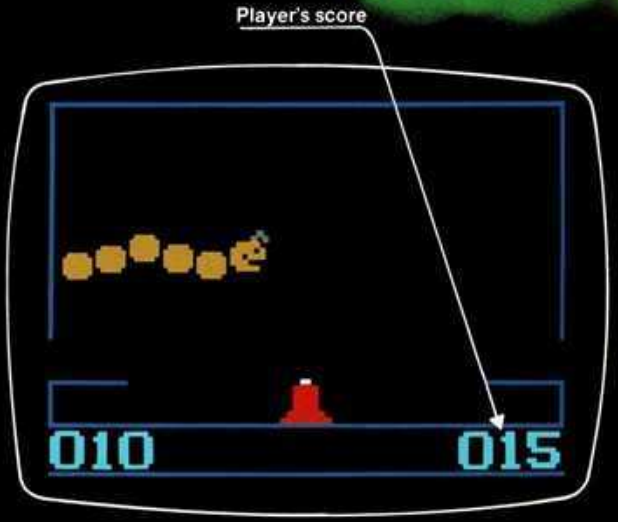
6 Your ammunition supply is indicated by the number at the lower right hand corner of the screen. You get thirty missiles at skill level 1 and twenty missiles at skill level 2.



7 If you do not completely destroy Sid the Spellbinder before it reaches the opening at the lower left and right sides of the screen, it will eat your reserve missile supply starting with the second turn. Sid the Spellbinder consumes five missiles for each of its segments that make it to the opening.



8 Your score appears at the lower left hand corner of the screen. Every segment you hit is worth progressively more points. The first segment you hit is worth 1 point. The second is worth 2 points. The third is worth 3 points—and so on up through ten.

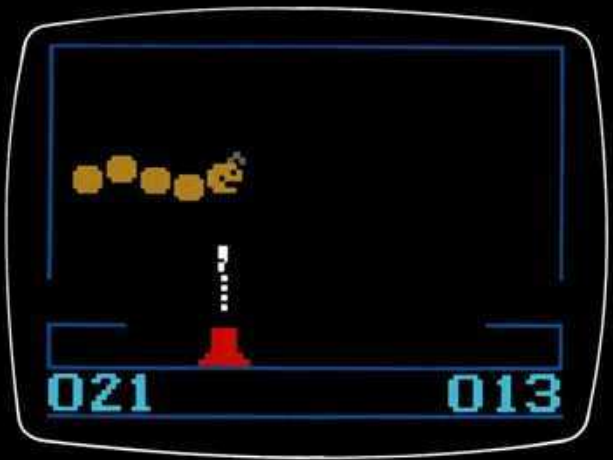


9 If your score is less than 200, Sid the Spellbinder will squeeze its remaining segments together when it goes off the screen. When your score goes over 200, the game gets harder. The gaps will remain open and Sid the Spellbinder moves faster and faster.

10 The spelling fun starts when you hit all ten segments of Sid the Spellbinder—or when it reaches the bottom of the screen—eats some of your missiles—but leaves you with some in reserve.

COUNTRY

GLAD



11 The Voice will ask you to spell a word. Type in the letters on the alphabet section of the keyboard. If you make a mistake in typing, press CLEAR.

12 When you think you have typed in the correct spelling, press ENTER.

HAPPY
MUCH

13 You get 10 missiles for every word spelled correctly at skill level 1. You get 5 missiles for every word spelled correctly at skill level 2.

14 You will get a chance to spell three words in each round of the game. If you don't spell a word correctly the first time, the computer will ask you to try again.

15 If you don't spell the word correctly on the second try, the computer will spell it for you so you'll know how to spell it next time.

16 After each series of three words, Sid the Spellbinder will attack and try to eat your missiles.

17 The game ends when you have no missiles left.

18 To start a new game, press RESET and then press 1 (for skill level 1) or press 2 (for skill level 2).

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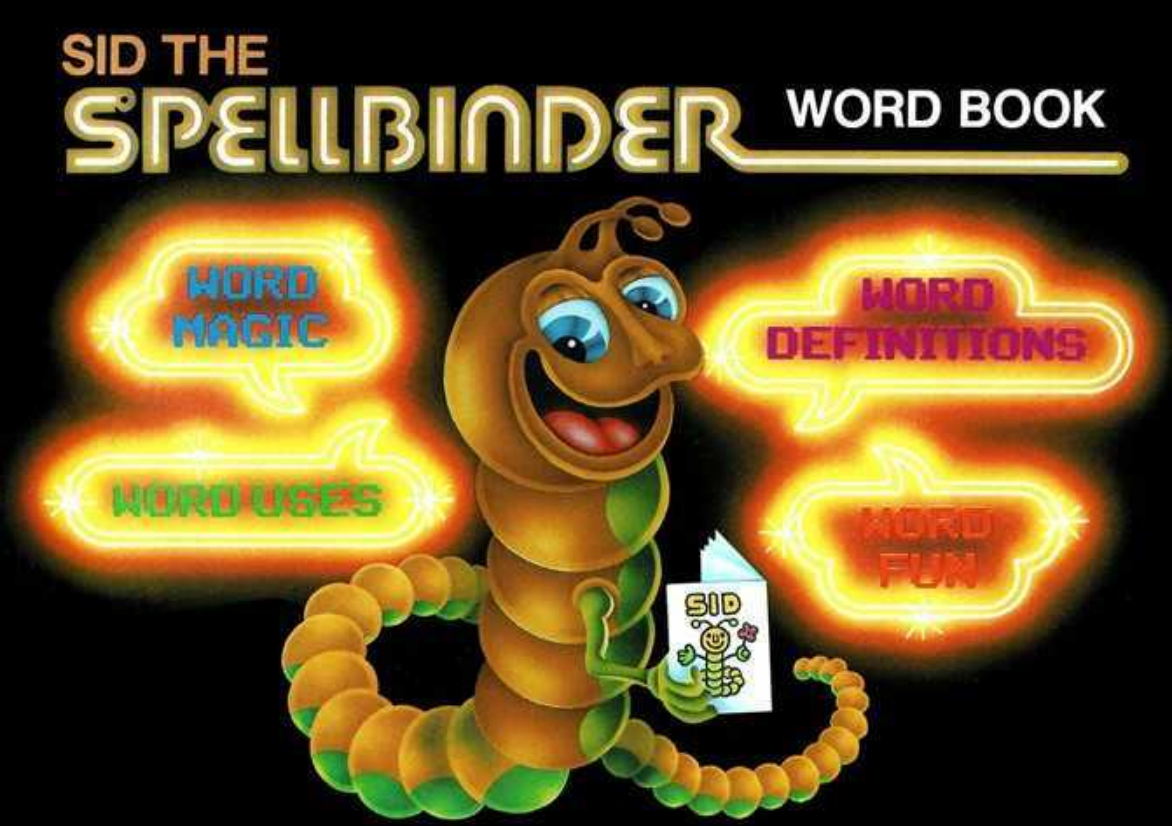
SID THE SPELLBINDER WORD BOOK



Introduction to parents

The words in Sid the Spellbinder's spelling program are ones most often used by young children in their writings.

Each of the words appears alphabetically in one or more contexts. Many are briefly defined in footnotes[1]—especially where various usages are given. Very basic words like "mommy" have not been defined. Word games, word magic and rhymes are among the techniques used to encourage children to learn how to correctly spell words they may not yet have encountered in their classes.

[1] *Many younger children are not familiar with footnotes. This is a good opportunity to discover their value.*

This story is **about**[1] Sid the Spellbinder. Sid was slithering **about**[2] the house. He looked up at the clock. There was something surprising **about**[3] it.

It was already **about**[4] time for the school bus. He was **about**[5] to leave when he remembered to take an eraser. (He also remembered his spelling book while he was **about**[6] it.)

When the bus was **about**[7] a block away, Sid slithered to the curb. The bus stopped. Sid was **about**[8] to get on the bus when he heard his mother somewhere **about**.[9]

He turned **about**,[10] waved goodbye—and then climbed on the bus. It was **about**[11] nine o'clock when the bus arrived at school. Sid had slithered off the bus before the driver had even opened the door.

About

1. of; concerning; in regard to.
2. in or somewhere near.
3. connected; associated with.
4. near; close to.
5. on the verge or point of.
6. concerned with; engaged in doing.
7. near in distance, time, number, etc.
8. nearby, almost.
9. nearby, not far.
10. halfway around; in the opposite direction.
11. nearly; approximately.

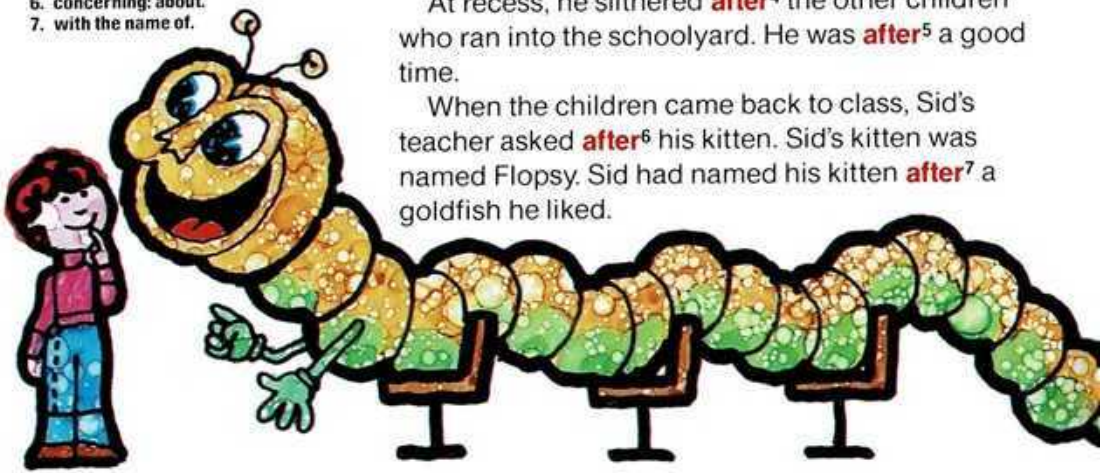
After

1. behind in place or position.
2. later in time than; in succession to.
3. subsequent to; in consequence of.
4. in pursuit.
5. in search of.
6. concerning; about.
7. with the name of.

The children walked into school one **after**[1] another. **After**[2] they reached their classroom, their teacher asked them to take their seats. **After**[3] Sid took his seat, there was no more room in his row.

At recess, he slithered **after**[4] the other children who ran into the schoolyard. He was **after**[5] a good time.

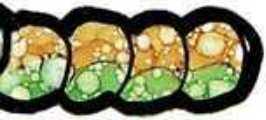
When the children came back to class, Sid's teacher asked **after**[6] his kitten. Sid's kitten was named Flopsy. Sid had named his kitten **after**[7] a goldfish he liked.



Sid's teacher liked Flopsy. Tomorrow she would ask about Flopsy **again**[1]

His teacher asked Sid to go to the blackboard running **along**[1] the wall. Sid picked up some chalk at one end of the blackboard. The teacher asked Sid to write the name of one of his favorite things on the blackboard. "I can go **along**[2] with that," thought Sid. He printed "GHOTI!" in big letters.

The teacher wondered what GHOTI meant—but there was a lot to do so she asked Sid to move **along**[3] It was **also** someone else's turn.



Again

1. once more; another time; in addition.

Along

1. through, on, beside, over, or parallel to a length or direction; from one end to another.
2. in conformity, accordance or agreement with.
3. with a progressive motion; onward.

Another
1. a second; a further; an additional.
2. different; distinct.

Any
1. one or more.
2. Every; all.

Around
1. in all directions.
2. through a sequence or series.

As
1. to a degree or extent; equally.

Another[1] student went up to the blackboard and wrote **another**[2] two words in front of Sid's word. I LIKE GHOTI. The teacher was puzzled but she had more things to do before the bell rang.

"Do **any**[1] of you want to play a game?" asked the teacher. "It's a game **any**[2] boy or girl would like to play!"

The teacher looked **around**[1] the room. Every hand was raised. "This is a super class," she thought to herself. "That's why the principal always comes in when she is showing visitors **around**[2]

She thought of one game, but she didn't think it would be **as**[1] much fun as another.

The teacher **asked**[1] who wanted to play Taboo and who wanted to play Buzz Buzz.

A boy in the **back**[1] of the room raised his hand. "May I please be excused?," he asked. "I'll be right **back**[2]"

Asked
1. to put a question to: inquire.

Back
1. the part that forms the rear of any object or structure.
2. to return.

Back

3. the rear part of a person from the neck to the lower part of the spine.
4. to support.

Because

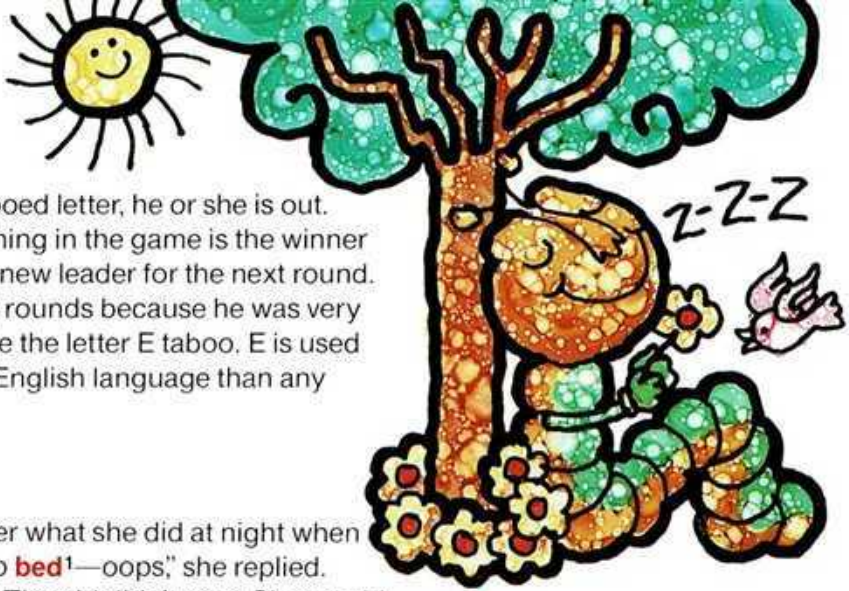
1. for the reason that.

The teacher excused him and turned her **back**[3] to print Taboo and Buzz Buzz on the blackboard.

"Now who wants to play Taboo?," asked Sid's teacher. Sid decided to **back**[4] Taboo and so did most of the other children.

Sid liked Taboo **because**[1] it was almost as much fun as playing with his pet GHOTI or eating a GHOTI he didn't know for dinner.

You need at least three people to play Taboo. One is the leader for the first round. The leader chooses any letter of the alphabet to be taboo. The he or she asks questions of each of the other players in turn. The player must reply immediately with a sentence that makes sense. If a player hesitates or uses a word



that contains the tabooed letter, he or she is out. The last player remaining in the game is the winner of that round and the new leader for the next round.

Sid won a lot of the rounds because he was very sneaky. Once he made the letter E taboo. E is used in more words in the English language than any other letter.

Sid asked one player what she did at night when she got sleepy. "I go to **bed**[1]—oops," she replied. "You're out!," said Sid. The girl didn't care. She would just love a cup of cocoa and then **bed**[2].

Sid loved making his **bed**[3] under a tree on sunny days, *preferably next to a* ***bed***[4] *of flowers near a river* ***bed***[5].

Bed

1. **furniture on which you sleep.**
2. **the act of sleeping.**
3. **any resting place.**
4. **a piece of ground on which plants are grown.**
5. **the bottom of any body of water.**

Before

1. in time. soon.
2. in front of.
3. in preference to.
4. previous.

Best

1. of the highest quality. excellence. most desirable.
2. to gain the advantage over; to defeat; subdue.
3. to manage as well as you can under unfavorable circumstances.

Better

1. of superior quality or excellence.

Before[1] long the teacher stood up **before**[2] the class. "I think we should have lunch **before**[3] we get too hungry," she said. They all straightened their desks **before**[4] they went to lunch.

Sid and the other children thought that lunch was one of the **best**[1] parts of the day. If they didn't have lunch, hunger would get the **best**[2] of them. Sometimes one of the children would forget to bring lunch. The other children were happy to share, and the forgetful one didn't have too hard a time making the **best**[3] of it.

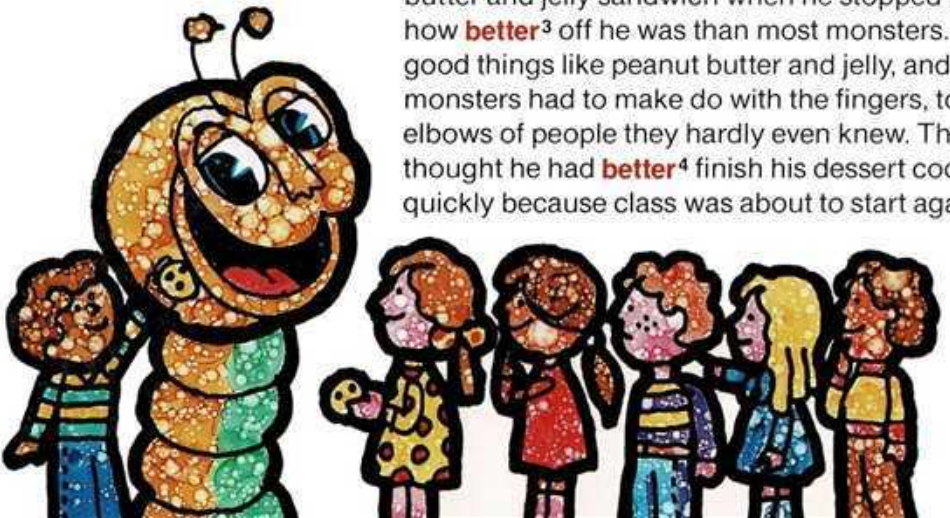
Sid thought lunch was **better**[1] than breakfast. He was always too sleepy to really enjoy bacon and

Better

2. larger, greater.
3. more fortunate; happier.
4. wiser and more reasonable.

eggs and pancakes and waffles and cereal and juice and milk that early in the morning.

Sid was finished with the **better**[2] part of his peanut butter and jelly sandwich when he stopped to think how **better**[3] off he was than most monsters. He had good things like peanut butter and jelly, and most monsters had to make do with the fingers, toes and elbows of people they hardly even knew. Then Sid thought he had **better**[4] finish his dessert cookies quickly because class was about to start again.



Sid looked for his **black**[1] crayon. He couldn't find it. Sid had a **black**[2] outlook when he couldn't find things. What if somebody swiped it!!! He gave a **black**[3] look around him. Then he looked down and saw his crayon on the floor. Sid felt silly. He must have dropped it.

Sid's teacher held up a **book**[1]. "This is a wonderful story for girls and **boys**[1]," said the teacher. "Oh **boy!**[2]," thought Sid, "I wonder if there are any GHOTI in it!"

"The title of this book is Alice in Wonderland," said the teacher. "Last night I decided to **bring**[1] it to class. It was mine when I was a little girl. I thought of selling it when I grew up, but I couldn't **bring**[2] myself to part with it—even though it would **bring**[3] a good price."

Black
1. the "no color" color; no hue; no brightness; no reflection; nothing.
2. gloomy.
3. angry.

Book
1. written or printed pages fastened together; you're reading one.

Boy–Boys
1. male child from birth to full grown.
2. exclamation of wonder, approval or unhappiness and contempt.

Bring
1. to carry.
2. to persuade; convince; compel.
3. to sell for.

Brother

1. a male person who has the same parents as another person.

Call-Called

1. to cry out in a loud voice.
2. to ask or write someone to come.
3. to attract someone's attention to something.
4. to give a name to.
5. to make a short visit.

"My **brother**[1] told me it was the kind of book you want to read over and over again. He was right."

"Now Sid," she **called**[1], "I'm going to **call**[2] on you to read aloud for a few pages. Please **call**[3] everyone's attention to the first animal Alice meets in the story."

Sid read aloud and when he got to one point he said, "The first animal Alice meets is **called**[4] 'The White Rabbit.' He was very late. He was supposed to have **called**[5] on someone much earlier."

Sid **came**[1] to the end of a few pages. He was really enjoying the book. "I guess that's what **comes**[2] of a good story," he thought to himself. "And this story **comes**[3] with good pictures."

"The author of this book **comes**[4] from England," said his teacher. "Tomorrow we'll read some more of it."

"Now **children**[1]," said the teacher, "Here's a useful trick that will help you in your spelling. Some words are **children**[2] of others. If you know how to spell close, you're very **close**[1] to knowing how to spell **closer**.[2] By the way, I think we should **close**[3] the door. It's getting **cold**[1] in here. I don't want anyone to catch a **cold**[2]."

Came-Comes

1. to have arrived at a particular place, time or thing.
2. to take place; happen.
3. to be available; offered.
4. to be a native or resident of.

Children

1. sons and daughters.
2. a thing or person regarded as the product of another.

Close-Closer

1. near.
2. nearer.
3. to shut.

Cold

1. not warm; chilled.
2. sneezing, coughing, the sniffles.

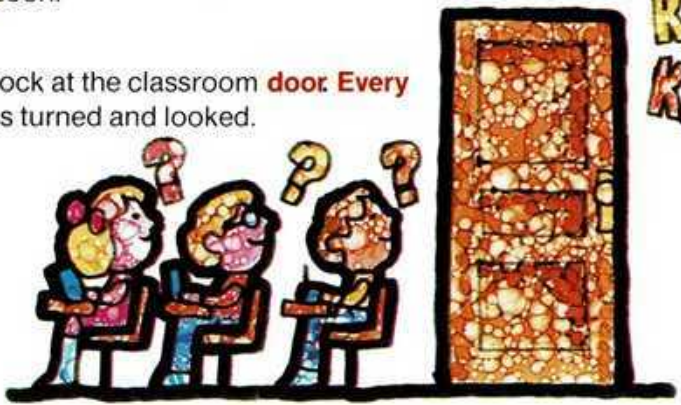
"If I **could**[1] have my way, no one would ever catch **cold**[2]," said Sid. "The whole **country**[1] would agree with you," said his teacher.

"Maybe the whole **country**[1] should go to the **country**[2] during the cold weather," said Sid. Sid thought he would ask his **daddy** to take the family some **day** soon.

Could
1. able to.

Country
1. a nation.
2. farms and open land as opposed to cities and towns.

There was a knock at the classroom **door**. **Every** person in the class turned and looked.



Fine

1. **of superior or best quality.**
2. **consisting of tiny particles.**
3. **highly skilled.**
4. **money charged as a penalty for breaking the law.**

It was Sid's **father.** He was so much bigger than Sid there was no room for him to come in.

"I just stopped by to drop off some pictures we took on our last vacation," he said to Sid's teacher. "I thought the class might find them interesting."

She thanked him and looked at the pictures. She thought they were very **fine**[1] One of them showed Sid building a castle out of **fine**[2] sand at the beach. Another picture showed Sid swimming. He was a **fine**[3] swimmer.

The last picture showed the whole family in the car. Sid's father never drove faster than the speed limit. He didn't want to get a ticket and have to pay a **fine.**[4]

Everyone thanked Sid's father. He left after **first** backing carefully out of the room so he didn't break anything.

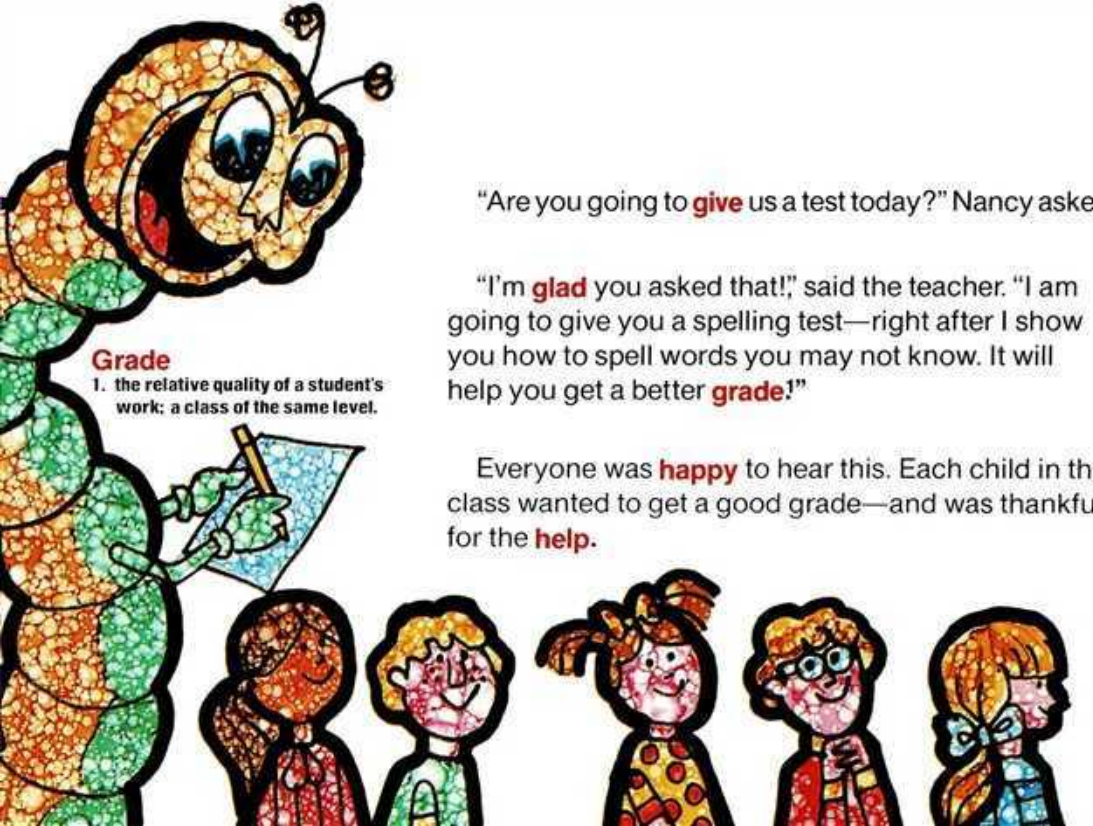
The class had **found** the pictures very interesting, especially one that showed Sid's father in uniform with a friend.

Sid's father was in the navy. They once **gave**[1] him a medal for bravery. He was swimming in the ocean when he saw some pirates. Sid's father put on a mean face—pretended he was a sea serpent—and **gave**[2] chase. The pirates **gave**[3] up.

Sid's teacher was **getting** up from her desk when a girl named Nancy raised her hand.

Gave

1. **presented voluntarily.**
2. **went after.**
3. **surrendered; quit.**



Grade
1. the relative quality of a student's work; a class of the same level.

"Are you going to **give** us a test today?" Nancy asked.

"I'm **glad** you asked that!," said the teacher. "I am going to give you a spelling test—right after I show you how to spell words you may not know. It will help you get a better **grade**!"

Everyone was **happy** to hear this. Each child in the class wanted to get a good grade—and was thankful for the **help**.

"I **hope** I get a good grade!" thought Sid.

"We'll have some fun getting **into** it," said the teacher. "We'll just write the word **LARGE** in big letters on the blackboard. It's easy to make **large** even bigger by giving it a new **last** letter. If we **let** it have an R at the end, large becomes larger. But if we take away the R and change the first **letter** in large to a B —we get barge which is a word that means a big boat with a flat bottom."

Long
1. **have considerable extent in space, distance or time.**

"You can change live to the actual place that bees **live.** Start with an H instead of an L; you get HIVE. Long is a word that goes a **long**[1] way. Belong. Along. Bong. Song. If you **looked** at a hamburger and changed the L in looked to a C, you'd have cooked a good lunch!"

Many children in the class raised their hands.

"How **many** words work like that?," Sid asked.

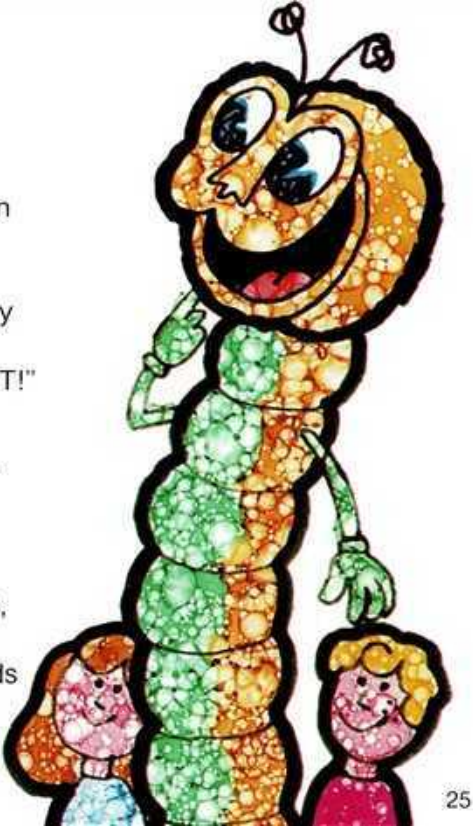
"Oodles!," said his teacher as she noodled a doodle of poodles. "Take away the M in **Men**—put in a T—and you get Ten. You can turn **Milk** into Silk."

Sid could hardly wait to tell his **mommy** about this before he came back to school the next morning.

"**Most** words are good friends and some are even like family," said his teacher. "Words like **mother** and brother are called rhymes. They sound alike. When you know how to spell one—the other is only a letter or two away! If you **must** have another example, think about MUST, TRUST, BUST and JUST!"

"I'll **never** forget how to spell those," thought Sid. "They're easy!"

"Here's the **next** thing we'll talk about," said the teacher. "**Once** you know how to spell some words, you only have to use their sounds to spell **others.** That's a trick some people use to spell a lot of words they never studied in school."



Place
1. To put in a particular spot; a space occupied by a person or a thing.

"We **place**[1] the word PLACE on the blackboard. Then we write SPOON under it. We just take the SP from SPOON and the ACE from PLACE and we get SPACE."

"We **played** games with this when I was in school. Let's see how many other words we can make from ACE. Will someone **please** start? We'll go in order and whoever can't think of a word is out. The winner starts a new game with a new word."

A **pretty** girl raised her hand and **said**, "Add the GR from GRAVEL and it spells GRACE. Add the L

from LOVE and it spells LACE."
"That's pretty good," thought Sid.

"**Should** we think of enough words to go around the room?" asked the teacher.

The pretty girl's sister said, "If you add the F from FOOD, it spells FACE."

"That's the idea," said the teacher, as she looked out the window to see **snow** beginning to fall. "Snow is another good word to play with. You can use the OW in SNOW to spell GROW, SHOW, BLOW and KNOW."

Start—Started

1. to begin.
2. a sudden jump in surprise.

Sure

1. free from doubt, confident, convinced or certain.

The pretty girl's sister **started**[1] to draw **something** on the blackboard. Sid jumped with a **start**[2] He wasn't expecting a picture of his friends.

"That's a nice picture. Is anyone **sure**[1] they know what it is and how to spell it?," asked the **teacher.**

Sid raised his hand more quickly **than** anyone else. "One of **these** is a good friend of mine," said Sid as he looked for a **thing** to write with.

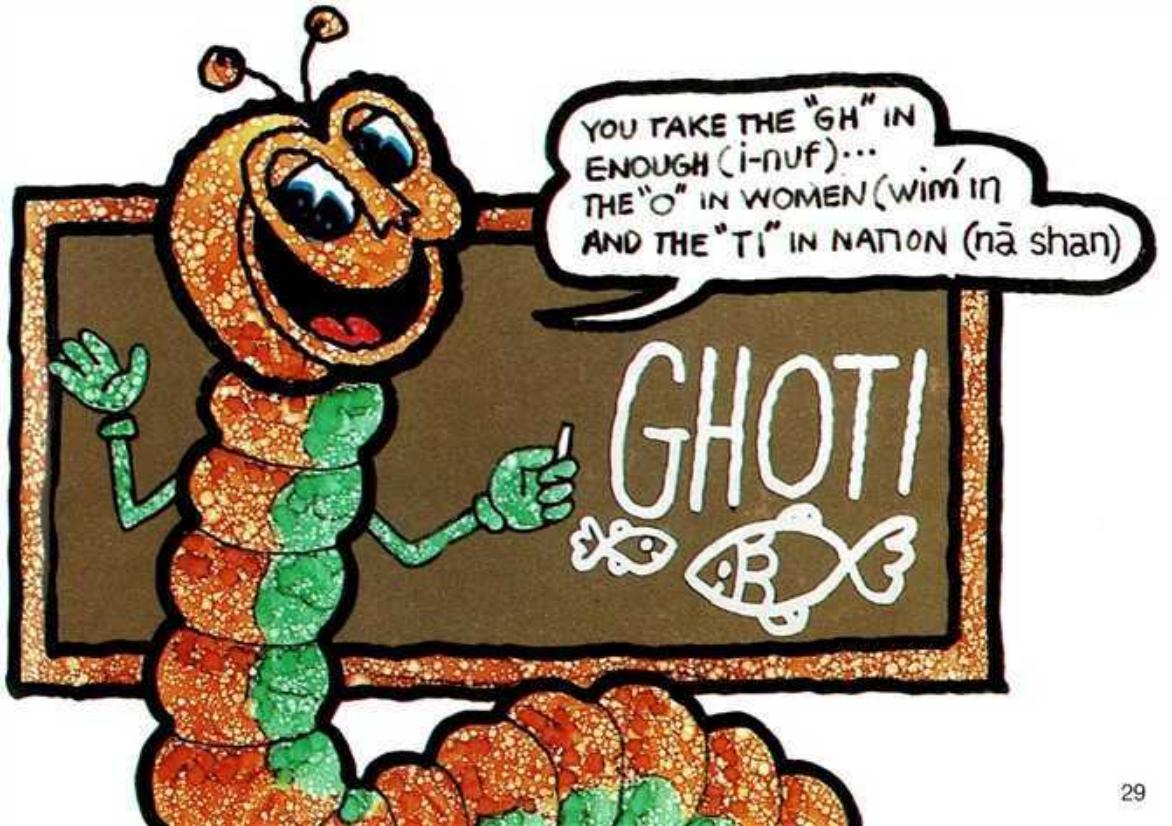
This is what he wrote in tall **thin** letters:

GHOTI

His teacher looked at GHOTI and **thought** about it.

"What's that?," she asked.

"That's how you spell the thing that's in the picture," said Sid. "You take the GH in ENOUGH—the O in WOMEN—and the TI in NATION. That spells GHOTI."


YOU TAKE THE "GH" IN ENOUGH (i-nuf)...
THE "O" IN WOMEN (wim´in
AND THE "TI" IN NATION (nā shan)
GHOTI

Work
1. occupation, profession or employment.

"Oh," said the teacher. "You mean FISH. F as in FUNNY—I as in DIZZY—S as in SILLY—H as in HELP!"

"I think that's enough for today!"

The bell rang.

The teacher **took** her coat out of the closet and took the bus to **town**.

It wasn't **until** later that she smiled at Sid's **very** new way of spelling FISH.

She **wanted** a glass of **water** while she thought about it. She looked out the window. The snow was very **white**. She had her **wish**. Her **work**[1] was teaching—she enjoyed it—it was an interesting year.

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